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# THE WORKBOOK FOR

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*The New*

ROUND

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THE ALICE AND JERRY BOOKS

CURR HIST

# THE W

# ACCOMPANY

## THE NEW ROUND ABOUT

By Mabel O'Donnell

Illustrated by Dorothy Todd

**T**HIS Workbook is planned to accompany *The New Round About*—the Basic First Reader of THE ALICE AND JERRY BASIC READERS. The reading activities included are a definite part of the developmental reading program. Adequate guidance should be given preceding the activities, and sufficient time should be taken to discuss the results with pupils. Used in this way, this Workbook will contribute much to well-rounded reading development.

Two informal tests of pupil development are included at the end of that portion of the Workbook devoted to each Unit of the text.

The purposes of the various activities are given below, with page references.

1. To give practice in getting information from pictures, pages 1, 4, 11, 25, 26, 34
2. To develop ability to follow a sequence, pages 2, 16, 100
3. To develop ability to read for specific details, pages 5, 13, 22, 28, 33, 36, 39, 50, 61, 64, 67, 72, 78, 85, 91, 96, 103, 108, 110, 113, 114, 115, 120, 123
4. To develop ability to exercise judgment and draw conclusions, pages 5, 11, 13, 23, 25, 26, 33, 34, 50, 56, 57, 67, 83, 87, 89, 92, 97, 113, 123, 124
5. To give practice in interpreting context through picture illustration, pages 5, 7, 13, 20, 22, 33, 44, 78, 108, 111, 113, 115, 121, 125, 126
6. To develop fluency by using sight vocabulary in new context, pages 8, 14, 17, 23, 37, 40, 51, 53, 56, 57, 61, 73, 76, 79, 124
7. To give practice in using a picture dictionary, pages 8, 14, 51, 53
8. To give practice in following precise directions, pages 8, 14, 17, 51, 53, 64, 72, 100, 109
9. To develop ability to select main ideas by choosing effective titles, pages 10, 20, 40, 47
10. To develop power in auditory and visual discrimination, pages 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 35, 38, 41, 46, 49, 52, 55, 58, 63, 66, 69, 74, 77, 80, 84, 86, 88, 90, 93, 99, 102, 105, 112, 117
11. To refine, enrich, and extend the meanings of certain words, pages 19, 68, 81, 89, 92, 97, 124
12. To develop power in using speech sounds and picture clues to unlock new words and meanings, pages 8, 14, 17, 29, 48, 51, 65, 82, 98, 121, 122, 125
13. To develop power to grasp the general significance of context, pages 37, 73, 76, 79
14. To develop power to predict outcomes, page 37
15. To give experience in recalling significant information from previous stories, page 57
16. To give practice in gathering information from context, page 61
17. To develop an understanding of and ability to use certain pronouns, page 62
18. To develop ability to remember a story by organizing information, page 75
19. To give practice in the formation of plurals, page 101
20. To give practice in choosing the correct noun form to be used in a specific sentence, page 101
21. To give practice in the formation of the "s" form of verbs, page 104
22. To give practice in choosing the correct verb form to be used in a specific sentence, page 104
23. To give practice in the formation and recognition of the "ing" forms of familiar verbs, page 111
24. To develop ability to distinguish between words which are similar in form, page 114
25. To develop power to unlock new words and meanings by seeing little words in longer word forms, page 116
26. To develop understanding of and ability to form and use compound words, page 54

### Tests

1. To test pupil accuracy in auditory and visual perception of certain initial consonants, pages 31, 42
2. To test recognition of the form and meaning of certain words in the basic vocabulary, pages 32, 60, 95, 119, 127
3. To test pupil comprehension of simple sentences and ability to carry out a specific direction, pages 43, 71
4. To test pupil accuracy in auditory and visual perception of certain final consonants, pages 59, 70
5. To test pupil accuracy in the auditory and visual perception of certain speech sounds, pages 94, 106, 118
6. To test comprehension and the ability to do simple deductive thinking, pages 107, 128
7. To test ability to associate word meanings and ideas, page 127

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TORONTO

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EVANSTON, ILLINOIS



Father came to the farm with Jerry.

Mother and Alice came, too.

Grandmother was at the gate.

Father will stay on the farm.

Father is going home.

The farm dog likes Jerry.

Father said, "Good night."

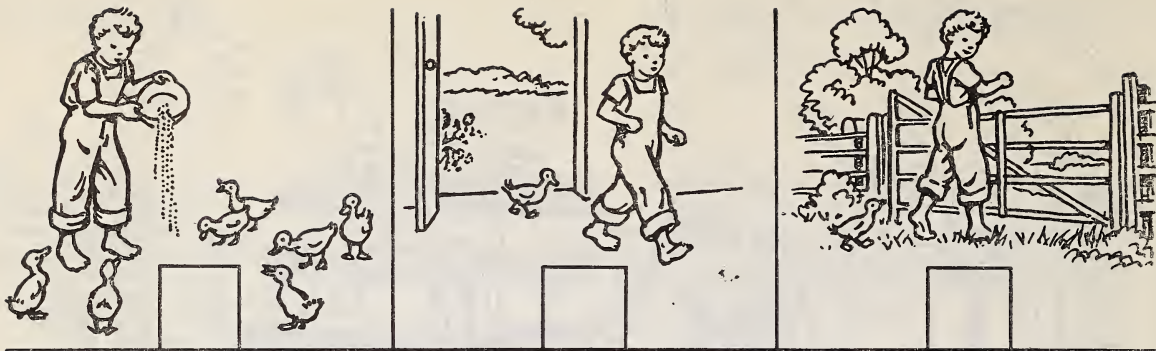
Father said, "Good-by."

USE: With pages 5-9, "On the Farm."

PURPOSE: To give practice in getting information from pictures.

DIRECTIONS: Have pupils read the picture and then draw a line under each sentence which tells something they found out.





- \_\_\_ Jerry walked to the gate.
- \_\_\_ Jerry and his duck went into the house.
- \_\_\_ Jerry liked the ducks best.



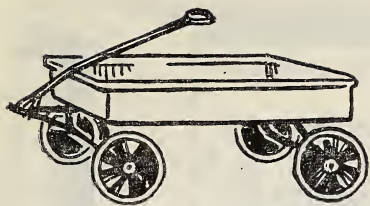
- \_\_\_ Grandmother, Jerry, and the duck went to the river.
- \_\_\_ The duck came up with a little fish.
- \_\_\_ Down went the duck into the river.

USE: With pages 5-9, "On the Farm."

PURPOSE: To develop ability to recall a story by following a sequence of events in logical order; to associate picture sequence with sentence sequence.

DIRECTIONS: Have pupils read the pictures from left to right and from row to row and then number them from 1-6 in the order in which events happened in the story. Have them find the sentence that tells what is happening in a given picture and number the sentence to correspond with the number on the picture.





duck



farm



him



pet



river



with



came



lived



my

so



USE: With pages 5-9, "On the Farm."

PURPOSE: To develop power in auditory and visual discrimination of initial consonants.

DIRECTIONS: Have pupils draw a line from each word to the pictured object whose name begins with the same sound.



Jerry came home on the train.

Father came with him.

Mother came to the train.

Grandmother is going home again.

Jerry had a big box.

The box had holes in it.

Jerry said, "My red hen is in here."

Jerry said, "My pet duck is in here."

## Little Duck

Little duck lived on a farm.

Jerry did not like the' cows and pigs.

Jerry liked all the animals.

Grandmother had just one duck.

One little duck was Jerry's pet.

The duck could catch big fish.

He could catch a wee little fish.

He went home with Jerry.

He was a big surprise for Alice.

He was too little to go to a pet show.

He had a very good name.

---

My Pet

Jerry's Pet

USE: With pages 10-11, "Home Again."

PURPOSE: To develop ability to recall a story by remembering important details; to exercise judgment and draw conclusions based upon such details; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils read the sentences and then draw a line under each sentence which is true. Have them interpret titles at the bottom of the page by drawing pictures. (The possessive form *Jerry's* is new. Give help if necessary.)





kitten

9

Jack



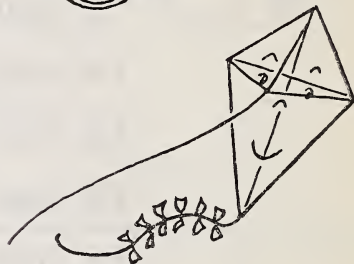
gate

no



too

very



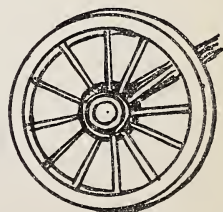
best



white

show

three



USE: With pages 10-11, "Home Again."  
PURPOSE: To develop power in auditory and visual discrimination of initial consonants.

DIRECTIONS: Have pupils draw a line from each word to the pictured object whose name begins with the same sound.

Here is the duck's basket.

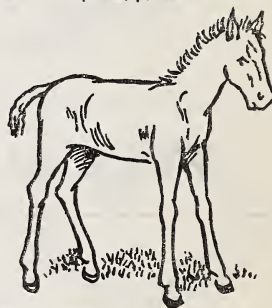
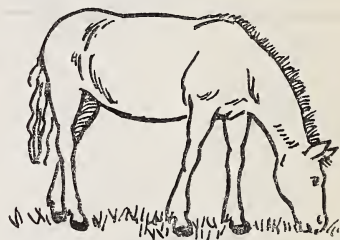
What will the best pet get?

What could the dog do?

What could the kitten do?

Here are the rabbits.

Here is the big green bird.



Alice came to the farm.

"Please, Grandmother," she said.

"I want a pet, too."

"Good!" said Grandmother.

"I see a pet for you."

Alice saw a mother sh \_\_\_\_.

She saw a little l \_\_\_\_.

"Oh, Grandmother," said Alice.

"I want that little lamb."

Put a cross on the pet Alice wanted.

USE: With pages 12-15, "The Pet Show."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in using a picture dictionary, in following precise directions, and in combining initial consonant clues and picture clues to unlock new words and meanings (*sheep, lamb*).

DIRECTIONS: Read and discuss with pupils the picture in the upper left-hand corner. Have them read the story and carry out the directions at the end.





s \_\_\_\_\_



m \_\_\_\_\_

l \_\_\_\_\_

7

c \_\_\_\_\_

w \_\_\_\_\_

r \_\_\_\_\_



p \_\_\_\_\_



h \_\_\_\_\_

f \_\_\_\_\_

d \_\_\_\_\_

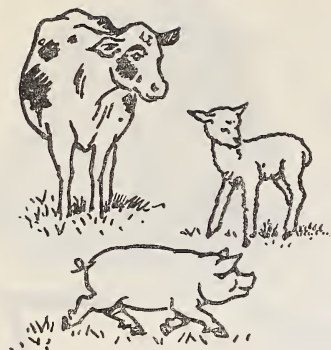


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USE: With pages 12-15, "The Pet Show."

PURPOSE: To develop power in auditory and visual discrimination of initial consonants.

DIRECTIONS: Have pupils draw a line from each letter representing an initial consonant sound to the pictured object whose name begins with that sound.



## Animals Farm Animals

### A Fisherman A Good Fisherman



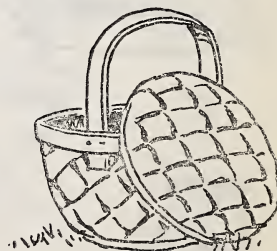
## The Best Pet The Best Pets

### A Fish A Wee Little Fish



## The Best Pet The Best Pets

### A Basket A Big Brown Basket



USE: With pages 16-18, "The Blue Ribbon."  
PURPOSE: To develop ability to choose effective titles.

DIRECTIONS: Discuss with pupils the idea that there are two titles for each picture. Have them draw a line from each picture to the better of the two titles.



Mother said,  
"Please help me."



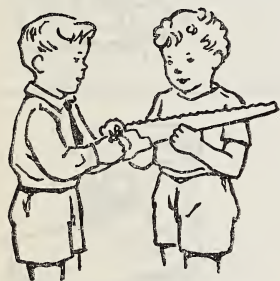
Father said,  
"Thank you, Jerry."



May said,  
"May I help you, Alice?"



Alice said,  
"Thanks, May."



Carl said,  
"You may have my saw."



Jerry said,  
"Thanks, Carl."



Alice said,  
"Please help me."



Then Alice said,  
"Thanks, Jerry."

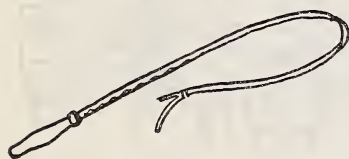
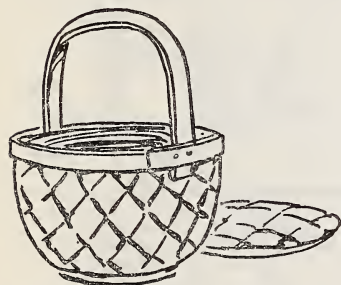
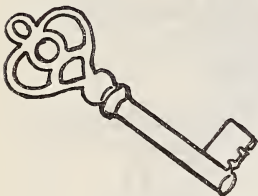


USE: With pages 16-18, "The Blue Ribbon."

PURPOSE: To give practice in getting information from pictures, in exercising judgment, and drawing conclusions based on experience.

DIRECTIONS: Have pupils read each sentence and draw a line to the picture which tells what one of the characters in that picture might be saying.





b \_\_\_\_\_

g \_\_\_\_\_

J \_\_\_\_\_

n \_\_\_\_\_

k \_\_\_\_\_

t \_\_\_\_\_



10

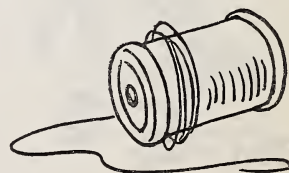


v \_\_\_\_\_

sh \_\_\_\_\_

wh \_\_\_\_\_

th \_\_\_\_\_



USE: With pages 16-18, "The Blue Ribbon."

PURPOSE: To develop power in auditory and visual discrimination of initial consonant sounds.

DIRECTIONS: Have pupils draw a line from each letter or letters representing an initial consonant sound to the pictured object whose name begins with that sound.

## What Did You Find Out?

The Toy Mender had a store.

It was a big new store.

The store was little and old.

The Toy Mender was old, too.

Everyone liked him.

He could make toys.

He could mend toys.

He could make old airplanes fly.

Carl and May gave him his name.

He could make old toys look like new.

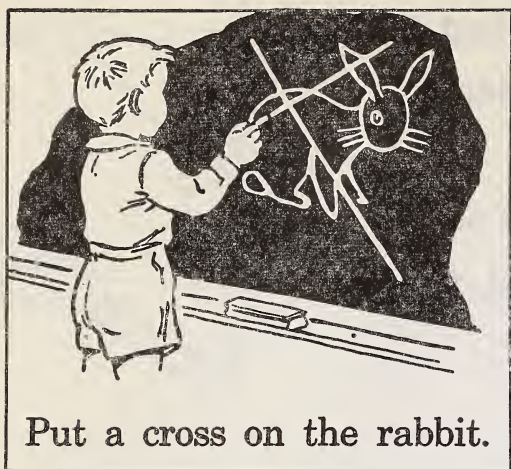
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Have you toys for me to mend? What are they?

USE: With pages 19-21, "The Toy Mender."

PURPOSE: To develop ability to recall a story by remembering important details; to exercise judgment and draw conclusions based upon such details; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils read the sentences and then draw a line under each sentence which is true. Have them answer questions at the bottom of the page by drawing a picture.



Alice said, "I will help Mother.  
I will help her all morning."

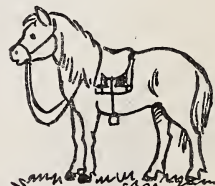
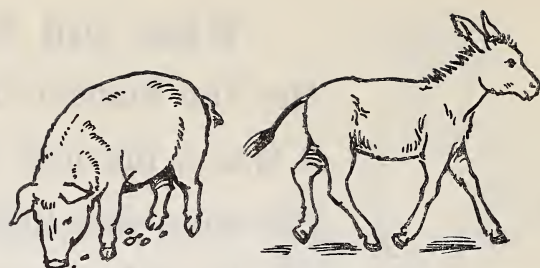
So she did.

Then Mother said, "You and I  
will go to the show."

Alice saw a big brown h \_\_\_\_ .  
She saw a little brown c \_\_\_\_ .  
The horse and the colt ran and ran.

Put a cross on the colt.

Put a cross on the horse.



USE: With pages 19-21, "The Toy Mender."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in using a picture dictionary, in following precise directions, and in combining picture clues and initial consonant clues to unlock new words and meanings (*horse, colt*).

DIRECTIONS: Read and discuss with pupils the picture in the upper left-hand corner. Have them read the story and carry out the directions at the end.

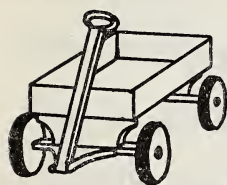


down\_

open\_

green\_

— n



red\_

mend\_

called\_

— d



USE: With pages 19-21, "The Toy Mender."

PURPOSE: To develop power in auditory and visual discrimination of final consonants.

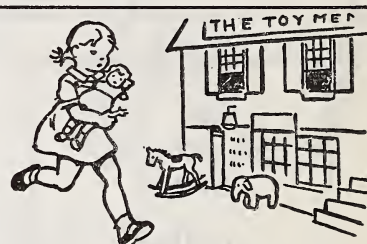
DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same manner.



\_\_\_ Alice jumped up to run to Mother.

\_\_\_ Alice played with Betsy Lee.

\_\_\_ Betsy Lee was broken.



\_\_\_ Alice ran to The Toy Mender.

\_\_\_ Alice looked up and saw the box.

\_\_\_ Betsy Lee looks just like new.

USE: With pages 22-25, "The Broken Doll."

PURPOSE: To develop ability to recall a story by following a sequence of events in logical order; to associate picture sequence with sentence sequence.

DIRECTIONS: Have pupils read the pictures from left to right and from row to row and then number them from 1-6 in the order in which events happened in the story. Have them find the sentence that tells what is happening in a given picture and number the sentence to correspond with the number on the picture.

## In the Basket

"Surprise! Surprise!" said May.

"Here comes Grandmother."

Grandmother had a pretty basket.  
She had something for May.

Two pretty red m \_\_\_\_!

Two pretty red s \_\_\_\_!

And a pretty red cap!

"Thank you! Thank you!" said May.

"Look, Mother, look!

See my socks and my cap.

See my pretty red mittens."

Put a cross on the cap.

Put a cross on the mittens.

Put a cross on the socks.



USE: With pages 22-25, "The Broken Doll."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in following precise directions and in combining initial consonant clues and picture clues to unlock new words and meanings (*mittens, socks*).

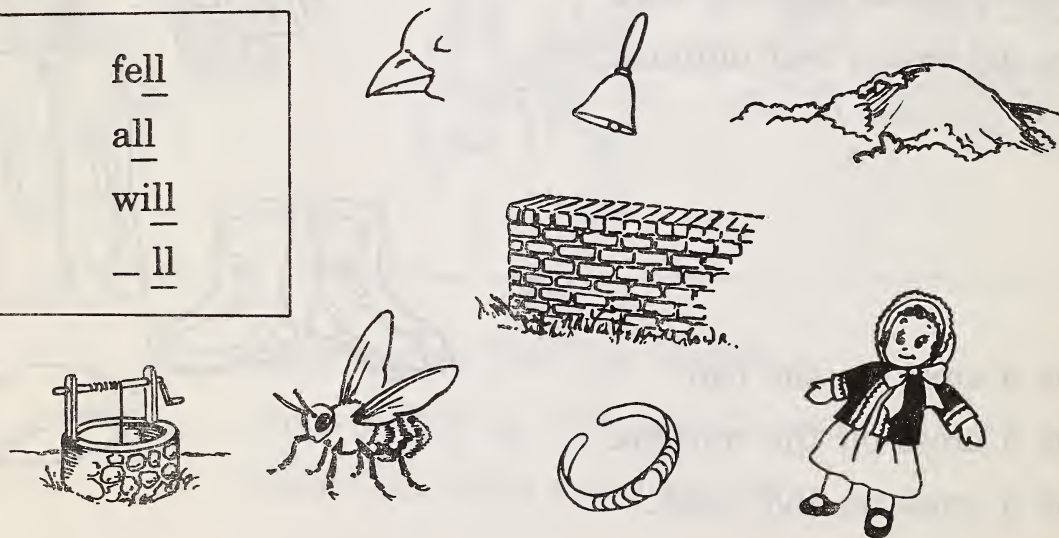
DIRECTIONS: Have pupils read the story and carry out the directions at the end.



pet \_  
basket \_  
went \_  
\_ t \_



fell \_  
all \_  
will \_  
\_ ll \_



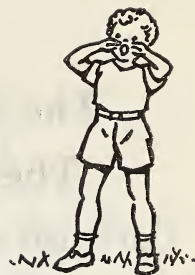
USE: With pages 22-25, "The Broken Doll."

PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same manner.



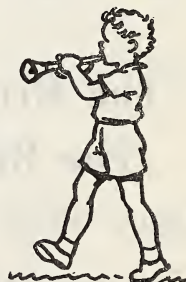
Jerry called Alice.  
This doll is called  
Betsy Lee.



Alice cried and cried.  
"Get out, Jip!"  
cried Alice.



Alice is very gay.  
Jerry can play  
a gay little tune.



Show me your new cap.  
Jerry and I are going  
to the show.



USE: With pages 26-28, "The Tune Box."

PURPOSE: To enrich and extend the meanings of the words  
called, cried, gay, and show.

DIRECTIONS: Have pupils draw a line from each sentence to the  
picture which illustrates its meaning.

## The Broken Window

### The Broken Train

Carl had a red train.

One day it did not run.

"I will go to The Toy Mender,"  
he said.

"He can make it run again."

And The Toy Mender did.

## The Broken Window

### The Broken Train

Jerry liked to play ball.

"Do not play by the house,"  
said Mother.

But Jerry did.

By and by a window  
was broken.

USE: With pages 26-28, "The Tune Box."

PURPOSE: To develop ability to select main ideas by choosing appropriate titles; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils note that there are two titles to each story. Have them read each story, draw a line under the title which belongs with the story, and then illustrate the story in the blank space to the right.





fell

him

all

will

doll

ball



catch

rain

broken

ribbon

river

can



mend

gay

cried

called

old

good



pet

farm

went

basket

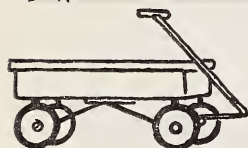
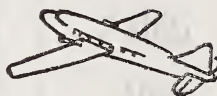
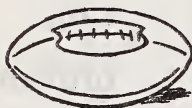
eat

not

What did Jack not want to do?



What did Jack see?



What work do you like to do?

USE: With pages 29-31, "Work to Do."

PURPOSE: To develop ability to recall a story by remembering specific details; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils answer the first two questions by drawing lines under the pictures which answer the questions correctly. Have them answer the last question by drawing a picture.



1. Father said, "Not now.  
I have work to do."

2. Father said, "Yes, Alice.  
I will mend it at once."

Alice said, "Please mend this."

---



1. Mother said, "You are  
a big girl now.  
A big girl can do that."

2. Mother said,  
"I will do it."

"Please help me, Mother."

---



1. Jerry said, "Not now!  
I have to help Father."

2. Jerry said,  
"Here I come, Alice."

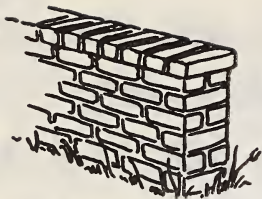
"Come on and play, Jerry."

USE: With pages 29-31, "Work to Do."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in exercising judgment and drawing conclusions based on experience.

DIRECTIONS: Have pupils read each picture and the sentence beneath, noting that Alice talks in each one. Have them draw a line under the sentence to the right which tells what the other character in each picture said to Alice.



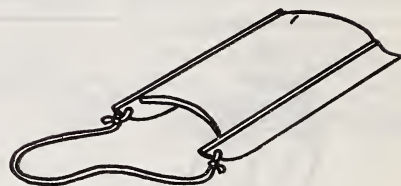


felll

mendd

pett

brokenn



baskett

wagonn

willl

criedd





"My pears are very good.  
Everyone will want pears."

"See that pear tree.  
No one here wants pears."



"There is no pear tree here.  
I can sell pears here."

"The door is open.  
Someone is at home."



"I can not make money.  
No one wants pears."

"Someone called.  
Who was it?"



USE: With pages 32-34, "Pears to Sell."

PURPOSE: To give practice in getting information from pictures, and in exercising judgment and drawing conclusions based upon picture interpretation.

DIRECTIONS: Have pupils read each picture and draw a line to the group of sentences telling what Jack is saying to himself in that picture.



Father will like to see this.

Father will not like this.



Father will like to see this.

Father will not like this.



You can get this for a penny.

You can not get this for a penny.



By and by Alice will have money  
for a new doll.

By and by Alice will have  
no money.

USE: With pages 32-34, "Pears to Sell."

PURPOSE: To give practice in getting information from pictures, in exercising judgment, and drawing conclusions based on experience.

DIRECTIONS: Have pupils read each picture and draw a line from the picture to the sentence at the right which tells what is true about the picture.



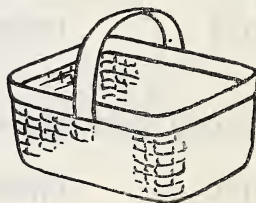


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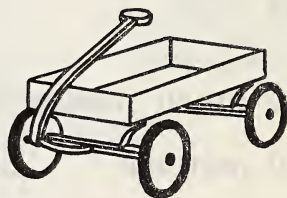


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USE: With pages 32-34, "Pears to Sell."

PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: Have pupils draw a line from each letter or letters representing a final consonant sound to the pictured object whose name ends with that sound.

What pear did Pauline eat?

a little pear

the best pear

a big pear

How many pears did Pauline eat?

twenty

twenty-one

one

How many pennies did Mr. Green have for Jack?

twenty

twenty-one

one

How many pennies did Jack say he wanted?

twenty

twenty-one

one

How many pennies did Jack get for the pear Pauline ate?

20

1

0

How much money did Jack make?

20 pennies

21 pennies

1 penny

How many pennies went into his bank?

twenty

twenty-one

one

What did his bank look like?

a duck

a pig

a bird

Please get me a pan.

I want a big pan.



See this little bed.

This bed is for my doll.



I can get up on the wall.

Get up on the wall, Jerry.



This is my bat.

Have you a bat, Jack?



USE: With pages 35-40, "Pears for Pauline."

PURPOSE: To develop power in using initial and final consonant sounds and picture clues to unlock new words and meanings (*pan, bed, wall, bat*).

DIRECTIONS: Have pupils read each group of sentences and draw a line from the underscored word to the picture which means the same as the word.



help

up

hop

— p



big

dog

hug

— g



USE: With pages 35-40, "Pears for Pauline."

PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: In the upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same manner.

Sample

farm	basket	some	how	many
work	ribbon	make	once	gay
much	took	put	money	cried
someone	hear	mender	carry	show
water	trees	pear	bank	lady
penny	far	they	mend	broken
pet	him	tune	fell	called
catch	your	door	every	truck
who	no	of	thank	river
there	twenty	fish	everyone	wagon

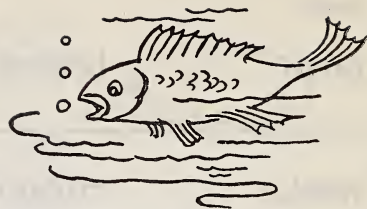
USE: Informal test following completion of Unit 1.  
PURPOSE: To test pupil accuracy in auditory and visual perception of certain initial consonants.

DIRECTIONS. In each row, have pupils put a cross on the word which begins with the same sound as the word the teacher pronounces. See inside back cover for list of words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.

pet  
penny  
pear



far  
farm  
fish



tree  
truck  
twenty



catch  
carry  
cried



many  
money  
make



fell  
sell  
called



water  
work  
wagon



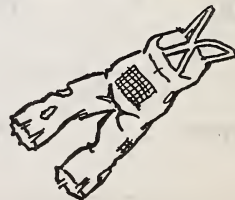
gay  
grandmother  
basket



ribbon  
river  
broken



mend  
make  
much





# What Did You Find Out?

## The Organ Man

He could play on his organ.

He could play gay tunes.

He was a good fisherman.

He did not have  
much money.

He played a tune  
for something to eat.

He liked Little Monkey  
very much.

## The Monkey

He was the organ man's pet.

He had a blue coat.

He had a red cap.

His cap was for pennies.

He gave the pennies  
to the organ man.

He liked dogs.

He was a funny monkey.

He lived in town.

If Little Monkey comes to your house, what will you do?

USE: With pages 41-49, "Breakfast for Two."

PURPOSE: To develop ability to recall a story by remembering important details; to exercise judgment and draw conclusions based upon such details; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils read the sentences under each heading and draw a line under each sentence which is true. Have them answer the question at the bottom of the page by drawing a picture.



1. If Father will do this,



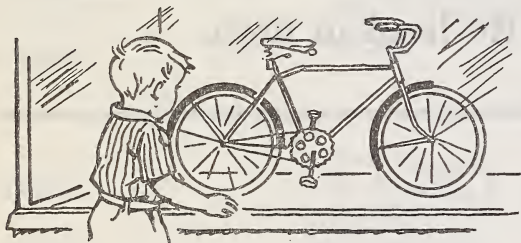
Mother will help her.



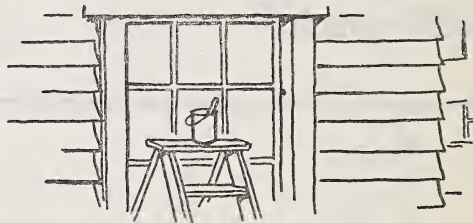
2. If Alice can not do this,



The Toy Mender can mend it.



3. If Jack wants this,



the house will look like new.



4. If my airplane can not fly,



he puts pennies in his bank.

USE: With pages 41-49, "Breakfast for Two."

PURPOSE: To give practice in getting information from pictures, in exercising judgment and drawing conclusions based on experience.

DIRECTIONS: Have pupils read each picture on the left and the incomplete sentence beneath. Have them find the picture and the phrase on the right to complete the sentence correctly and draw a line to it.

work\_

took\_

look\_

— k

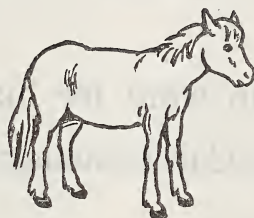


funny\_

many\_

carry\_

— y



20



USE: With pages 41-49, "Breakfast for Two."  
PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same way.



Who was very gay that morning?

the organ man

the monkey

Mr. Carl

Who came by to mend the gate?

the organ man

no one

Mr. Carl

Who had a monkey for a pet?

the organ man

the old lady

Mr. Carl

Who wanted a monkey for a pet?

the organ man

the old lady

Mr. Carl

How much money did the man want for his monkey?

twenty pennies

all Mr. Carl's money

no money at all

How many tunes did the organ man play?

twenty

three

one

Who had to work for his breakfast?

Mr. Carl

the old lady

the monkey

Once there was  
a very little girl.  
She was called Pauline.

One day  
Pauline fell down on the walk.

Then she \_\_\_\_\_.  
laughed      cried      danced

One day  
Jerry went to the door.  
He saw a pretty May basket.  
On the basket was,  
"For Jerry."

Then Jerry \_\_\_\_\_.  
laughed      cried      danced

Jack said,  
"My dog will get a blue ribbon.  
See what he can do.  
I will play a tune for him."  
So Jack played a gay tune.  
Then the dog \_\_\_\_\_.

laughed      cried      danced

One day Jip ran away.  
All day  
he did not come home.  
The next day  
he did not come home.

Then Alice \_\_\_\_\_.  
laughed      cried      danced



work

road

talk

took

him

look



Betsy

city

every

lady

funny

give



organ

cap

help

hop

put

jump



big

far

dog

hug

pig

river



Who lived next door to Alice?

Jack

Mr. Carl

May

Who went to talk to The Toy Mender that morning?

Jerry

Alice

Jack

Who got breakfast at Jerry's house?

Mother

Grandmother

Mr. Carl

How many tunes did Jerry want the man to play?

twenty

twenty-one

all he could play

How many tunes did the man play?

4

3

6

How many went into the house for breakfast?

4

6

3

How many birds said, "Tweet, tweet"?

one

all

all but one

What did the green bird say?

"Pears for Pauline!"

"Hello!"

"Hello, Alice!"

Once there was  
a little red rooster.

Every morning he called,  
“Cock-a-doodle doo!  
Hear me talk to you.  
I am the best rooster  
in the barnyard.”

---

**In the Barnyard**

**The Red Rooster**

**In the Morning**

“I hear someone at the door,”  
said Mother.

“So do I,” said Alice.

“I will see who it is.”

May was at the door.

“I can stay all night.

Mother said I could,” said May.

**A Surprise for Alice**

**At the Door**

**May and Alice**

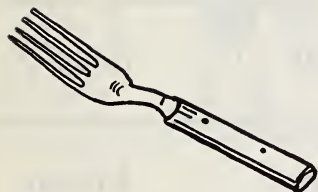


hopu



hugu

tooku



twentyu



funnyu



worku



bigu

helpu





Sample

fish	bed	him	pet	door
sun	road	funny	town	give
next	shining	danced	organ	monkey
tune	many	lady	every	hear
bed	gay	who	some	kitten
your	jump	there	monkey	town
sun	organ	town	fell	give
catch	much	door	basket	river
she	thank	if	white	far
work	shining	bank	put	took

USE: Informal test following completion of Unit 2.  
PURPOSE: To test pupil accuracy in auditory and visual perception of certain initial consonants.

DIRECTIONS: In each row, have pupils put a cross on the word which begins with the same sound as the word the teacher pronounces. See inside back cover for list of words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.



Put a cross on the one  
who fell.



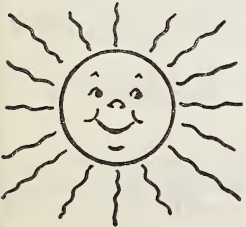
Put a cross  
on the best fisherman.



Put a cross on the pet  
that is green.

Carl catch

Put a cross on the word  
that is a name.



Put a cross on something  
that was shining.

1. Jerry gave the twins a toy that could fly.
  2. Alice gave the twins a jack-in-the-box.
  3. Jack gave Bobby and Billy a pig bank.
  4. May had a red truck for the twins.
  5. Carl had some toy animals.
  6. Lee gave the twins a toy monkey.
- 

1

2

3

4

5

6

USE: With pages 61-67, "The Twins."

PURPOSE: To give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils note that each sentence is numbered. Have them read each sentence, find the corresponding number in lower section of page, and draw a picture to illustrate the meaning of the sentence.



someone

into

everyone

some one

in to

every one



basketball

basket

coat



greenhouse

green

house



raincoat

rain

man



workman

work

house



riverbank

river

ball



henhouse

hen

bank

Put on your \_\_\_\_.

rain

raincoat

The hen is in the \_\_\_\_.

henhouse

hen

My father is a good \_\_\_\_.

work

workman

He works in a \_\_\_\_.

green

greenhouse

Can you play \_\_\_\_?

basketball

basket

I walked on the \_\_\_\_.

river

riverbank

USE: With pages 61-67, "The Twins."

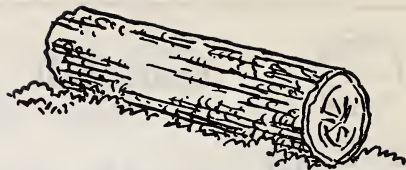
PURPOSE: To develop understanding of and ability to form and use compound words.

DIRECTIONS: Discuss formation of three familiar compounds at top of page. In middle section, discuss meaning and formation of compounds to the left. Have pupils show how compound words were made by drawing a line from each word in the left column to the word in the right column necessary to complete the compound form. In lower section, have pupils read each sentence and draw a line under the word to the right that completes the sentence correctly.



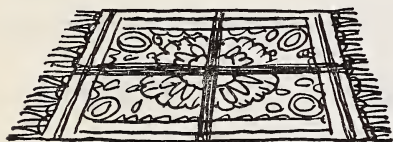
— k

— y



— p

— g



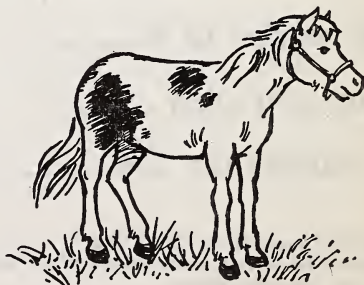
— g

— y



— k

— p



USE: With pages 61-67, "The Twins."

PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: Have pupils draw a line from each letter representing a final consonant sound to the pictured object whose name ends with the same sound.

The twins went to the barnyard.  
They saw the hens and roosters.  
They saw the cows and pigs.  
They saw a big brown goat.  
They saw the funny little ducks.

---

**Many Things to Do**  
**In the Barnyard**  
**Picnic Fun**

The twins went to the river  
with Grandfather to fish.  
They had long pony rides.  
They played out in the sun.  
One day they went to town.

---

**Many Things to Do**  
**In the Barnyard**  
**Picnic Fun**

Grandmother had a big basket.  
She put many good things in it.  
Then she and Grandfather  
took the twins on a picnic.  
What a good picnic that was!

**Many Things to Do**  
**In the Barnyard**  
**Picnic Fun**



Father did not come to the party.  
But he gave the twins a book.  
Bobby and Billy liked the book.



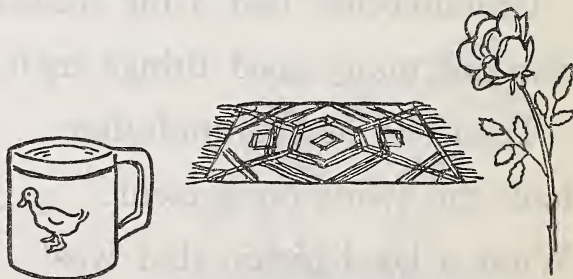
Alice was in a show.  
She was a fairy.  
There was just one fairy.



One morning Mother said,  
"What did I do with my mop?  
Please look for my mop."



"This morning I saw a rug.  
I wish I had that rug,"  
said Mother.



USE: With pages 68-71, "Summer Days."

PURPOSE: To develop power in using initial and final consonant sounds and picture clues to unlock new words and meanings (*book, fairy, mop, rug*).

DIRECTIONS: Have pupils read each group of sentences and draw a line from the underscored word to the picture which means the same as the word.

am  
from  
him  
\_ m



animal  
Carl  
girl  
\_ l



USE: With pages 68-71, "Summer Days."  
PURPOSE: To develop power in auditory and visual discrimination of final consonants.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all the words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same way.

The days are not so long.

The sun is up very early.

The sun is not up so early.

Many green leaves are on the trees.

Summer      Autumn

Summer      Autumn

Summer      Autumn

Summer      Autumn



Summer

Autumn



Summer

Autumn



Summer

Autumn



Summer

Autumn



Summer

Autumn



Summer

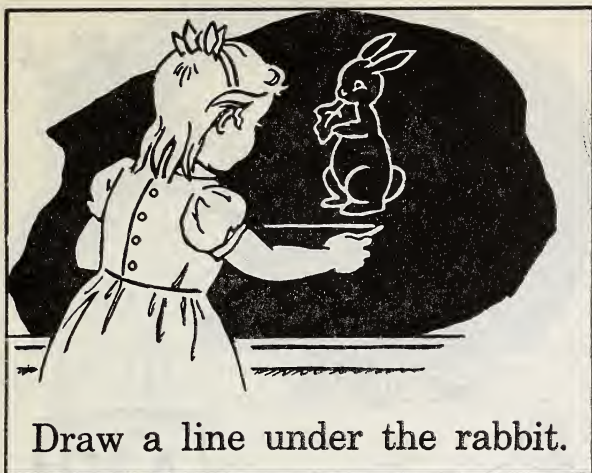
Autumn

USE: With pages 72-74, "Autumn Days."

PURPOSE: To develop ability to recall a story by remembering important details; to give practice in exercising judgment and drawing conclusions based on experience and picture detail.

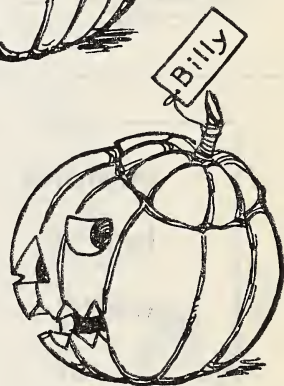
DIRECTIONS: In upper section, have pupils read each sentence and draw a line under the word to the right which tells the appropriate season. In lower section, have them read each picture and the words beneath and then draw a line under the word which tells the right season.





Grandfather came to see the twins.  
 He had a pumpkin for Bobby.  
 He had a pumpkin for Billy.  
 Put a cross on Bobby's pumpkin.  
 Draw a line under Billy's pumpkin.  
 By and by Billy had a jack-o'-lantern.  
 Bobby had a jack-o'-lantern.

Put a cross on  
 Billy's jack-o'-lantern.  
 Draw a line under  
 Bobby's jack-o'-lantern.



USE: With pages 72-74, "Autumn Days."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in using a picture dictionary, in following precise directions, and in combining initial and final consonant clues and picture clues to unlock new words and meanings (*pumpkin*, *jack-o'-lantern*).

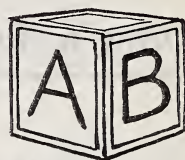
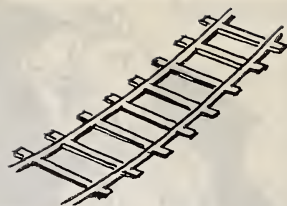
DIRECTIONS: Read and discuss with pupils the picture in the upper left-hand corner. Have them read the story and carry out the directions.

quackck

Jackck

cluckck

— ck

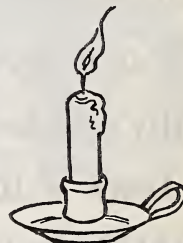
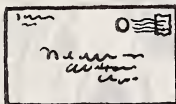


summerer

herer

waterer

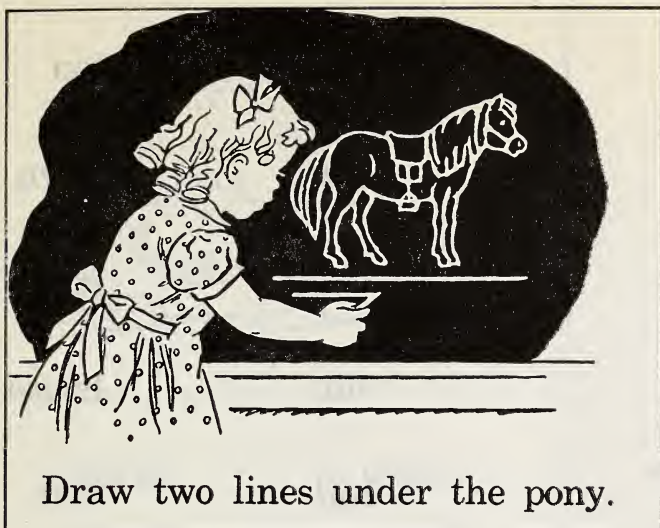
— er



USE: With pages 72-74, "Autumn Days."

PURPOSE: To develop power in the auditory and visual discrimination of certain speech sounds when they occur at the ends of words.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same way.



Draw two lines under the pony.



Billy said, "I will make  
a very big snow ball.  
Now I will make a ball  
that is not so big.  
Now I want a little ball.  
And now I will make a snow man."



Draw a line under the very big ball.  
Draw two lines under the big ball.  
Put a cross on the little ball.  
Draw three lines under the snow man.

USE: With pages 75-77, "Winter Days."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in using a picture dictionary and in following precise directions.

DIRECTIONS: Read and discuss with pupils the picture in the upper left-hand corner. Have pupils read the story and carry out the directions at the end.





farmhouse

farm

top



cowboy

cow

down



bluebird

blue

boy



sundown

sun

house



hilltop

hill

coat



overcoat

over

bird

Come home at \_\_\_\_.

sun

sundown

Put on your \_\_\_\_.

overcoat

over

I see a pretty \_\_\_\_.

blue

bluebird

"Jump!" called the \_\_\_\_.

cow

cowboy

Grandmother lived in a \_\_\_\_.

farm

farmhouse

Come with me to the \_\_\_\_.

top

hilltop

I want to play \_\_\_\_.

outdoors

doors

If it rains, I will come \_\_\_\_.

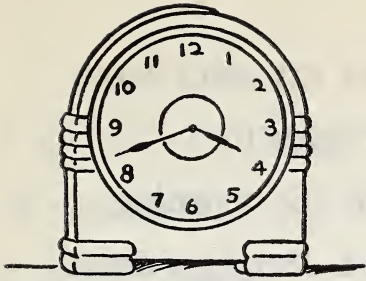
doors

indoors

USE: With pages 75-77, "Winter Days."

PURPOSE: To develop understanding of and ability to form and use compound words.

DIRECTIONS: In upper section of page, discuss with pupils the meanings and formation of the compound words to the left. Have them show how compound words were made by drawing a line from each word in the left column to the word in the right column necessary to complete the compound form. In lower section, have pupils read each sentence and draw a line under the word to the right that completes the sentence correctly.



party

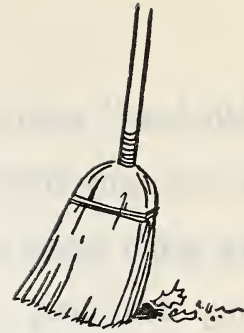
cluck

truck

duck

quack

bed



am

ice-cream

farm

from

years

him



over

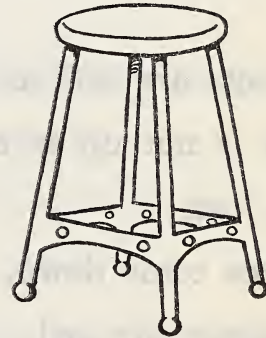
no

summer

mender

winter

river



girl

six

animal.

hide

Carl

sled

"Oh, Mother!" said Alice.  
 "The houses and trees  
 are white with snow.  
 I want my coat and cap.  
 I want my sled, too."

Spring	Summer
Autumn	Winter

The days are very long.  
 The sun comes up  
 so early in the morning.  
 Father and Jerry go down  
 to the river to fish.

Spring	Summer
Autumn	Winter

The days are not so long.  
 The sun is not up so early.  
 All day long  
 the leaves come down.  
 Many leaves are red.

Spring	Summer
Autumn	Winter

Everyone wants  
 to make a garden.  
 The birds make nests.  
 Green leaves come out  
 on the trees.

Spring	Summer
Autumn	Winter

USE: With pages 78-80, "Spring Is Here."  
 PURPOSE: To develop fluency by using sight vocabulary in  
 new context; to give practice in exercising judgment and  
 drawing conclusions based on experience and story detail.

DIRECTIONS: Have pupils read the story in each box and  
 draw a line under the word which tells the appropriate  
 season.



I have a store.  
I do not sell things  
in my store.  
I mend things.  
I make toys look like new.  
Everyone likes me.

Mr. Carl      The Toy Mender

I have one little boy  
and one little girl.  
On some days they are good.  
On some days  
they are not so good.  
There is a puppy at my house.

Mr. Carl      Mr. White

I am a very old man.  
I wanted a monkey for a pet.  
There is a little girl  
in the house next door.  
She is not my little girl,  
but I like to say she is.

Mr. Carl      The Organ Man

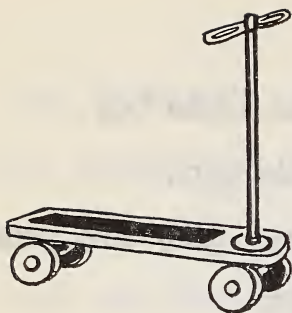
My birthday comes  
in the spring.  
There is another boy  
at my house.  
He looks just like me.  
His name is Bobby.

Billy      Jack      Bobby

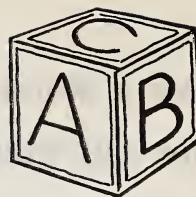
USE: With pages 78-80, "Spring Is Here."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give experience in recalling significant information from previous stories and in exercising judgment and drawing conclusions based on recalled information.

DIRECTIONS: Have pupils read each story and draw a line under the name of the character who is talking.



farm  

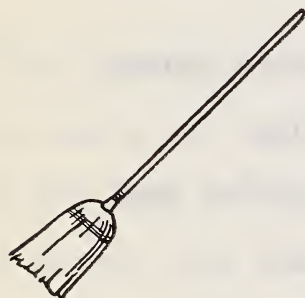
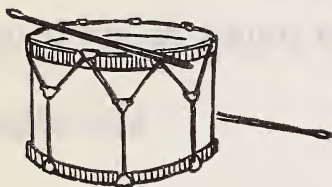


girl  

winter  



truck  



over  

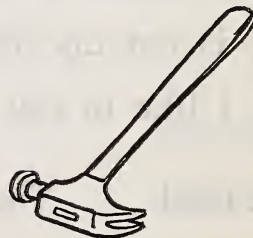


duck  

from  



animal  



Sample

come	long	top	from	picnic
next	cake	five	six	were
summer	fun	birthday	years	candles
things	early	another	we	sled
hide	leaves	winter	sell	snow
bump	over	took	spring	world
sang	Billy	twins	world	your
tune	hug	work	they	carry
hill	make	mend	far	river
no	party	catch	water	thank

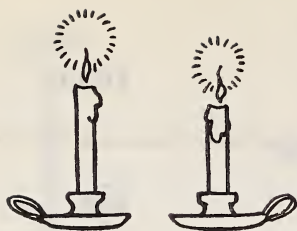
USE: Informal test following completion of Unit 3.

PURPOSE: To test pupil accuracy in auditory and visual perception of certain final consonants.

DIRECTIONS: In each row, have pupils put a cross on the word which ends with the same sound as the word the teacher pronounces. See inside back cover for list of words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.



cake  
candles  
ice-cream



picnic  
party  
birthday



six  
from  
five

5

sun  
sled  
sang



hide  
hill  
fun



autumn  
winter  
spring



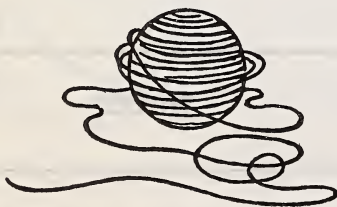
autumn  
winter  
spring



twins  
things  
town



leaves  
long  
funny



once  
over  
organ



USE: Informal test following completion of Unit 3.  
PURPOSE: To test recognition of the form and meaning of certain words in the basic vocabulary.

DIRECTIONS: In each box, have pupils draw a line under the word which means the same as the picture.

Grandmother looked at her flower garden.

"What lovely flowers!" she thought.

"There is a flower show in town tomorrow.  
My flowers will get the blue ribbon."

But Grandmother did not get  
the blue ribbon. Mr. Gates did.

Grandmother got the red ribbon.

"My flowers were the next best," she said.

"And this red ribbon is all right."

---

Who had the best flowers?	Grandmother	Mr. Gates
---------------------------	-------------	-----------

Who had the next best?	Grandmother	Mr. Gates
------------------------	-------------	-----------

A blue ribbon is for \_\_\_\_.

the best thing	the next best thing
----------------	---------------------

A red ribbon is for \_\_\_\_.

the best thing	the next best thing
----------------	---------------------

USE: With pages 81-88, "At the Farm."

PURPOSE: To develop fluency by using sight vocabulary in new context; to give practice in gathering information from context and in reading for specific details.

DIRECTIONS: Have pupils read the story and answer the questions or complete the sentences at the close by drawing a line under the right word or phrase.

Jerry wants \_\_\_\_ red apple. his him

He wants the one Grandmother gave \_\_\_\_ . his him

\_\_\_\_ will go to the farm now. Me We

Get \_\_\_\_ coats and caps. you your

Grandmother saw \_\_\_\_ big basket. she her

\_\_\_\_ went to get it. She Her

Alice put on \_\_\_\_ new coat. his her

Jerry put on \_\_\_\_ new cap. his her

\_\_\_\_ wanted Grandmother to go. They Them

She could not go with \_\_\_\_ . they them

USE: With pages 81-88, "At the Farm."

PURPOSE: To develop an understanding of and ability to use the pronouns *his, him, me, we, you, your, she, her, they, them*.

DIRECTIONS: Have pupils read each sentence and draw a line under the word to the right which completes the sentence correctly.



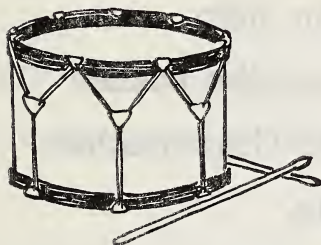


— ck

— m



— er



— l



— m

— l



— ck



— er



USE: With pages 81-88, "At the Farm."  
PURPOSE: To develop power in auditory and visual discrimination of final sounds.

DIRECTIONS: Have pupils draw a line from each letter or letters representing a final sound to the pictured object whose name ends with that sound.

## What Did You Find Out?

1. The old car went up the big, long hill.
2. The old car went around the hill.
3. The car ran out of water.
4. The car ran out of gas.
5. Grandmother went to a farm for help.
6. Grandmother called to a man for help.
7. Grandmother ate two apples from the basket.
8. The man in the car was good to Grandmother.
9. The old car had a broken spring.
10. Grandmother got to the city that day.



"Old cars are not  
good for much."

Draw a line under  
the one who was right.

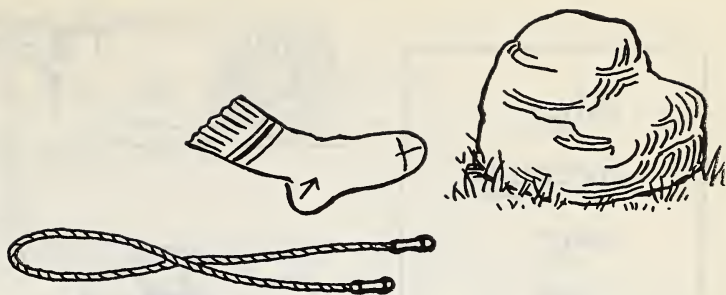


USE: With pages 89-97, "The Ride to the City."  
PURPOSE: To develop ability to recall a story by remembering important details; to give practice in following precise directions.

DIRECTIONS: Have pupils read the sentences, draw a line under each sentence which is true, and then carry out the direction at the bottom of the page.

See this big rock.

How big this rock is!



Please get me a hammer.

See the hammer over there.



This is your room.

How do you like this room?



Hop up on this barrel.

See me! I am on the barrel.

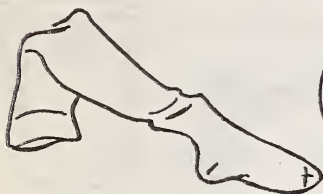
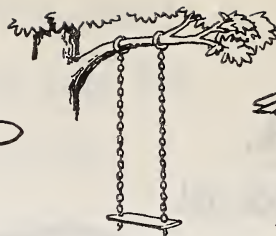


USE: With pages 89-97, "The Ride to the City."  
PURPOSE: To develop power in using initial and final sounds  
and picture clues to unlock new words and meanings (*rock*,  
*hammer*, *room*, *barrel*).

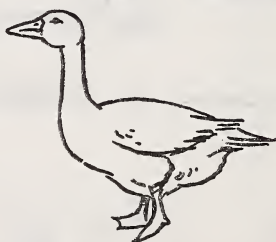
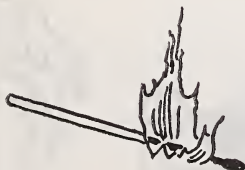
DIRECTIONS: Have pupils read each group of sentences and  
draw a line from the underscored word to the picture  
which means the same as the word.



thing  
morning  
sang  
— ng



catch  
much  
— ch



USE: With pages 89-97, "The Ride to the City."  
PURPOSE: To develop power in auditory and visual discrimination of final sounds.

DIRECTIONS: In upper section of page, have pupils read words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section to be done in the same way.

1. Why did the twins hug Grandmother?  
They liked the cake she had for them.  
They liked her very much.
2. What did the twins want Grandmother to do?  
get a new car      get some gas      go home on the train
3. How long did Grandmother stay?  
two nights and one day      one day      one night
4. What good news did Grandmother have for the twins?  
She had apples and cake for them.  
They were going home with her.
5. How long did Billy want to stay on the farm?  
all summer      all winter      all spring
6. How long did Mother say he could stay?  
all summer      all winter      all spring
7. What did they have to eat that night?  
cake and apples      ice-cream and cake      apples

1. Something very pretty is \_\_\_\_ .                      funny                      lovely
2. To do something again  
is to do it \_\_\_\_ .                      over                      once
3. Jerry had five pears. He gave Alice  
three of them. He gave her \_\_\_\_ .                      some                      all
4. Jack had one airplane. Carl gave  
him one. Carl gave him \_\_\_\_ .                      two                      another
5. If Grandmother laughed  
at the show, the show was \_\_\_\_ .                      long                      funny
6. Someone who is gay is \_\_\_\_ .                      pretty                      happy
7. If you have five pennies,  
you have some \_\_\_\_ .                      money                      many
8. I had three apples. I gave  
them to you. I gave you \_\_\_\_ .                      all                      some
9. If I do something right away,  
I do it \_\_\_\_ .                      by and by                      at once

USE: With pages 98-102, "A Morning Surprise.

PURPOSE: To extend and enrich the meanings of certain words in the sight vocabulary.

DIRECTIONS: Have pupils read each sentence and draw a line under the word or words which will complete the sentence correctly.

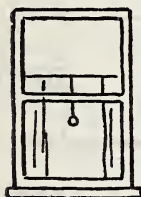
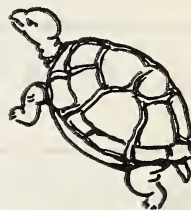
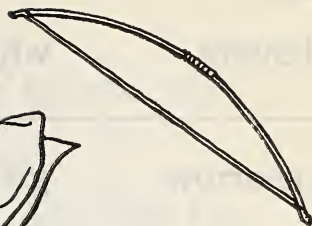


show

snow

tomorrow

— ow

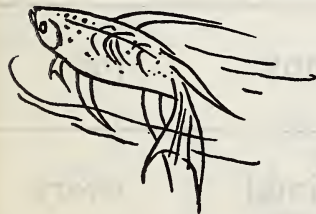


play

gay

away

— ay



USE: With pages 98-102, "A Morning Surprise."

PURPOSE: To develop power in auditory and visual discrimination of final sounds.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words end with the same sound. Have them draw a line under each pictured object whose name ends with the same sound. Lower section is to be done in the same way.

Sample

thought	why	be	farm	right
tomorrow	girl	around	apples	gas
them	thought	car	next	years
bump	snow	flower	bed	monkey
world	another	we	truck	early
were	danced	give	top	from
winter	pet	fish	catch	no
basket	they	lovely	if	once
how	Jack	many	penny	put
town	road	danced	animal	every

USE: Informal test following completion of Unit 4.  
PURPOSE: To test pupil accuracy in the auditory and visual perception of certain final consonants.

DIRECTIONS: In each row, have pupils put a cross on the word which ends with the same sound as the word the teacher pronounces. See inside back cover for list of words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.



Father went to get gas for the car.  
Jerry played in the leaves.  
Put a cross on the one who had fun.

---



Grandmother and Alice are going  
down town this morning.  
Draw a line under the one who is old.

---



Alice and Jerry had a picnic.  
Mother gave them a cake.  
Draw two lines under the picnic cake.

---



Jerry saw some apples and pears.  
The apples were red and the pears brown.  
Put a cross on the things that were red.



## What Did You Find Out?

1. Blue Barns was the name of a farm.
2. The farm was not very far from town.
3. The barns were blue, but not the house.
4. All the animals lived in one barn.
5. Once there were no ducks on this farm.
6. One day a lady gave the farmer some ducks.
7. They were wild ducks, and they were brown.
8. The ducks liked Andrew right away.
9. Ducks walk one by one like a parade.
10. The farmer's wife went to town to sell apples.



"Martha! Martha!  
You are much too fat."  
  
Put a cross on Martha.



USE: With pages 103-113, "Six Little Wild Ducks."  
PURPOSE: To develop ability to recall a story by remembering important details; to give practice in following precise directions.

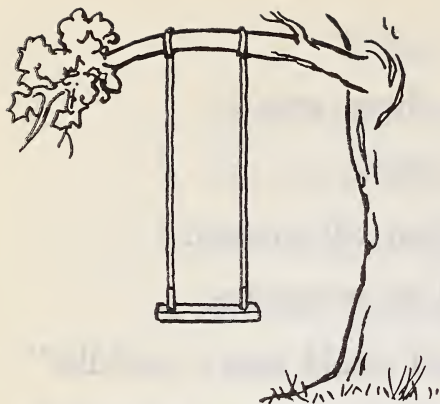
DIRECTIONS: Have pupils read each sentence, draw a line under the sentences which are true, and then carry out the direction at the bottom of the page.

Once there was  
a baby called Martha.  
She could walk just a little.  
One day she ran away.  
Then she could not find Mother.  
She cried and cried.  
Martha was \_\_\_\_ .  
delighted                      afraid

Once there was  
a little duck.  
He walked all around.  
He said to everyone,  
"I wish I could see a puddle."  
By and by he saw a puddle.  
The little duck was \_\_\_\_ .  
delighted                      afraid

"I will surprise Mother,"  
said Jerry.  
"I will make my bed.  
I will do the very best  
I can."  
So Jerry did.  
Mother was \_\_\_\_ .  
delighted                      afraid

One day Jip went  
to the store with Alice.  
A big dog ran out at Jip.  
"Bow-wow!" said the dog.  
Jip did not say, "Bow-wow!"  
He ran and ran and ran.  
Jip was \_\_\_\_  
delighted                      afraid



long

thing

morning

spring

apple

sang



catch

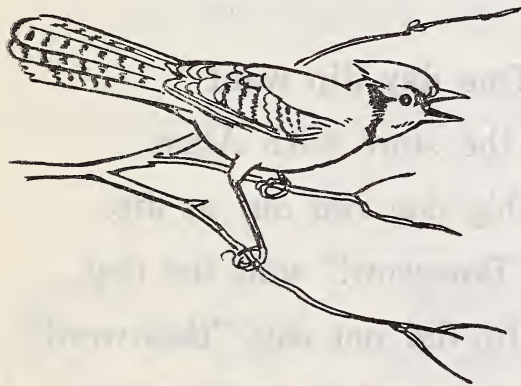
wild

time

fat

much

baby



birthday

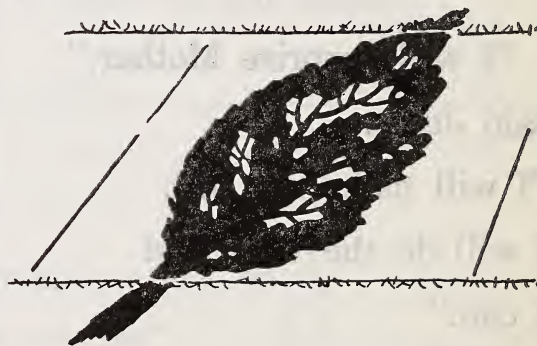
say

stay

gay

may

barn



window

parade

snow

tomorrow

show

wife

USE: With pages 103-113, "Six Little Wild Ducks."  
PURPOSE: To develop power in auditory and visual discrimination of final sounds.

DIRECTIONS: In each box, have pupils draw a line under each word which ends with the same sound as the name of the pictured object.



In the summer

The ducks followed Andrew like a parade.

The ducks grew big and white.

The ducks grew big and brown.

In the winter

Andrew lived in the dog house.

Martha lived in the barn.

The wild ducks lived with Andrew.

Andrew ate snow and liked it.

Andrew was cross all the time.

In the spring

The ducks followed Andrew like a parade.

Birds sang, and the sky was blue.

The ducks came out into the barnyard.

Flowers were out.

Mother was at work  
in her garden.

The sun was shining  
right down on Mother.

"I can not work  
in this sun," she said.

Mother was too \_\_\_\_ .

warm          cross          cold

One day some boys  
started to play ball.

The ball went  
into a lady's garden.

The boys ran  
all over the garden.

The lady was very \_\_\_\_ .

warm          cross          cold

Jip saw a big puddle.  
He ran into it.

Jerry came to open the door.

Jip ran in at the door.

He ran all over the house.

"Get out!" cried Mother.

Mother was very \_\_\_\_ .

warm          cross          cold

It was winter.

Jack saw Jerry by the gate.

He wanted to talk to him.

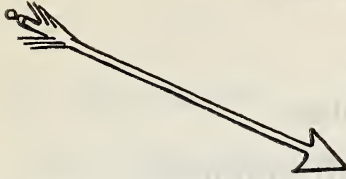
He ran down to the gate.

He did not put on his coat.

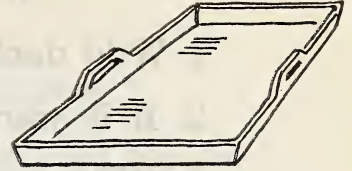
He did not put on his cap.

Soon Jack was very \_\_\_\_ .

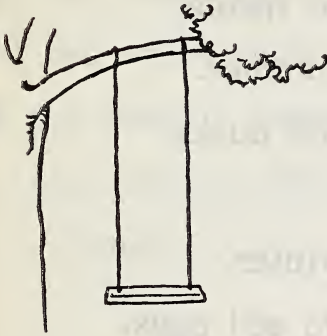
warm          cross          cold



much



birthday



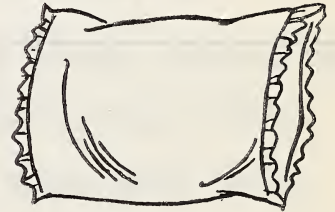
tomorrow



long



snow



catch



say

going





## What Did You Find Out?

1. Wild ducks fly south in winter.
  2. It is warm in the South in winter.
  3. Wild ducks stay in the South all summer.
  4. Wild ducks fly north again in the spring.
  5. It is warm in the North in the summer.
  6. The ducks of Blue Barns were wild ducks.
  7. They flew north in the spring.
  8. Martha did not eat so much in winter.
  9. The farmer's wife went to town to sell eggs.
  10. Andrew was cross all summer long.
- 

Good-by, Andrew, good-by!

USE: With pages 118-121, "The Ducks Fly Away."

PURPOSE: To develop ability to recall a story by remembering important details; to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils read each sentence and draw a line under the sentences which are true. Have them illustrate the text at the bottom of the page by drawing a picture.

It was winter.

"Oh, what fun I can have  
in the snow!" said Lee.

"I can make snow balls.  
I can make a snow man."

Lee lived in the \_\_\_\_ .

South

North

It was winter.

"It is too cold for me,"  
said Mr. Carl.

"I do not like snow.

I do not like the cold.

So I am going down \_\_\_\_ ."

South

North

Billy lived in the North.  
One day he ran to the window.

"Oh, Mother," he called.

"The wild ducks  
are coming north again.

Winter is over.

Now it is \_\_\_\_ ."

spring      summer      autumn

It was a lovely autumn day.

Billy played in the leaves.

He saw some wild ducks.

"They are going south,"  
he said.

"The warm days are over.

Soon it will be \_\_\_\_ ."

spring      summer      winter



— ch

— ow



— ay

— ng



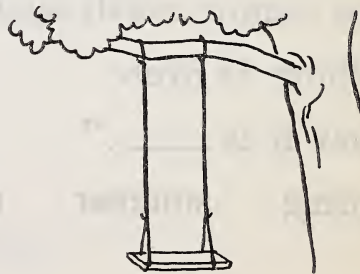
— ow

— ng



— ay

— ch



USE: With pages 118-121, "The Ducks Fly Away."

PURPOSE: To develop power in auditory and visual discrimination of final sounds.

DIRECTIONS: Have pupils draw a line from each letter group which represents a final word sound to the pictured object whose name ends with the same sound.



Jerry was all by himself.

He was \_\_\_\_.

1. pool

Mother said, "Put on your cap at once."

Jerry put his cap on \_\_\_\_.

2. alone

This dog is just three days old.

This dog is just a \_\_\_\_.

3. delighted

See how many trees there are here.

This is a \_\_\_\_.

4. right away

See the blue water. This is not a puddle.

This is a \_\_\_\_.

5. woods

Alice is very, very happy.

Alice is \_\_\_\_.

6. puppy

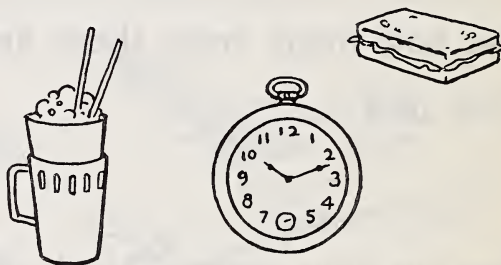
Come and see the king.  
This king will be in the show.



Look at my shadow.  
How funny my shadow looks!



I wish I had a sandwich.  
I want a sandwich very much.



Jerry said, "Here is my pay.  
I had to work for this pay."



USE: With pages 122-123, "The Pool in the Woods."  
PURPOSE: To develop power to use initial and final sounds  
and picture clues to unlock new words and meanings (*king*,  
*shadow*, *sandwich*, *pay*).

DIRECTIONS: Have pupils read each group of sentences and  
draw a line from the underscored word to the picture which  
means the same as the word.

How do you know it was autumn?

The sun was shining.

The leaves fell from the trees.

The leaves were red and brown.

How do you know it was cold in the pool?

Mr. Turtle came up to warm himself.

He sat in the sun a long time.

He walked around to get warm.

Why did Mr. Turtle say, "I do not know what winter is"?

He sleeps all winter.

He will go south in the winter.

What did Mr. Turtle say winter was?

A good time to eat.

A good time to sleep.

A cold time and a bad time.



far  
Carl  
are  
ar



moo  
soon  
pool  
oo



USE: With pages 124-125, "Winter Is Coming."  
PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words contain the sound "ar." Have them draw a line under each pictured object whose name contains the sound "ar." Lower section is to be done in the same manner with the long sound of "oo."



Frog

Tadpole

Frog Eggs

### Do You Know?

1. In early spring there were frog \_\_\_\_ in the pool.
  2. By and by \_\_\_\_ came out of the eggs.
  3. The tadpoles had long \_\_\_\_.
  4. The tadpoles had no \_\_\_\_.
  5. Little by little \_\_\_\_ grew on the tadpoles.
  6. By and by they had no \_\_\_\_.
  7. Then they were \_\_\_\_.
  8. Frogs have \_\_\_\_ legs.
  9. The \_\_\_\_ legs are big and long.
  10. The back legs help the frog to \_\_\_\_.
1. back
  2. eggs
  3. 4
  4. frogs
  5. jump
  6. legs
  7. tadpoles
  8. tails

USE: With pages 126-127, "Little Frog."

PURPOSE: To develop ability to recall a story by remembering specific details.

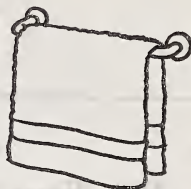
DIRECTIONS: In upper section of page, have pupils draw a line from the words to the pictures which mean the same as the words. In lower section, have them read each sentence and write in the blank space the number of the word to the right which will complete the sentence correctly.

down

how

now

ow



girl

bird

birthday

ir



13



30

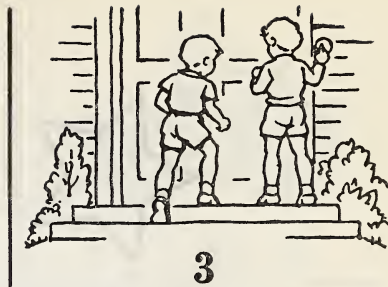
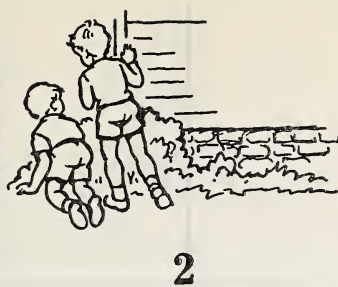


USE. With pages 126-127, "Little Frog."

PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words have the sound "ow." Have them draw a line under each pictured object whose name contains the sound "ow." Lower section is to be done in the same way with the sound "ir."

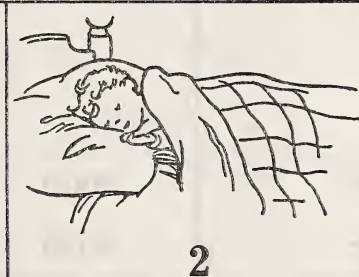




The wisest thing to do is—1      2      3



A bad thing to do is—1      2      3



Before Jerry jumps into bed, he will do—1      2      3

USE: With pages 128-130, "Grandfather Frog."  
PURPOSE: To give practice in exercising judgment and drawing conclusions based on picture detail.

DIRECTIONS: Have pupils read the pictures in each row and the sentence beneath and then draw a line around the number which corresponds with the number on the picture whose meaning completes the sentence correctly.



ar

far

barn

tail

farm

farmer

Martha

13

ir

girl

home

was

birthday

bird

ran



ow

town

how

eggs

cow

now

flower



oo

soon

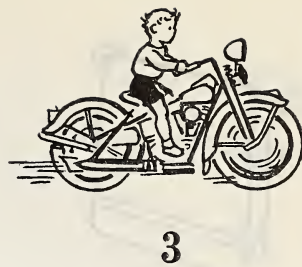
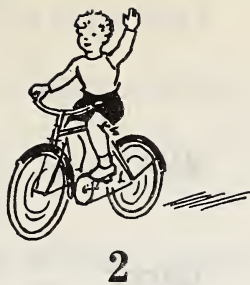
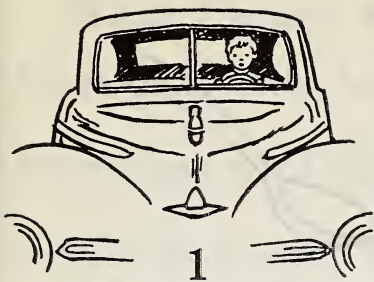
too

with

moo

pool

rooster



Jerry can really do—1 2 3

Alice Lee White

Alice

Brown

1

2

3

Alice really knows her name—1 2 3



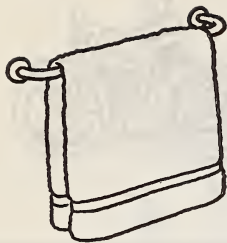
Jip really knows how to sit up—1 2 3

USE: With pages 131-133, "Going South."

PURPOSE: To extend and enrich the meaning of the word *really*, to give practice in exercising judgment and drawing conclusions based on picture detail.

DIRECTIONS: Have pupils read the pictures in each row and then draw a line around the number which corresponds with the number on the picture whose meaning completes the sentence correctly.





girl



party

now

30



pool



soon



Martha



bird

how



USE: With pages 131-133, "Going South."

PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS Have pupils read each word, noting the under-scored letters representing a speech sound. Have them draw a line from each word to the pictured object whose name contains the indicated sound.

## What Things Are Really So?

Frogs go to sleep before winter comes.	Yes	No
Frogs sleep until winter is over.	Yes	No
Turtles go to sleep before winter comes.	Yes	No
Turtles sleep until winter is over.	Yes	No
Birds go to sleep before winter comes.	Yes	No
All birds go south in winter.	Yes	No
Some birds go south in winter.	Yes	No
All frogs were once tadpoles.	Yes	No
Tadpoles come from turtle eggs.	Yes	No
Tadpoles come from frog eggs.	Yes	No
Birds come from eggs.	Yes	No
Ducks come from eggs.	Yes	No
Wild ducks are brown.	Yes	No
Wild ducks fly south in winter.	Yes	No



1



2

Jip may \_\_\_\_.

But he must not \_\_\_\_.



1



2

Alice may \_\_\_\_.

But she must \_\_\_\_.



1



2

Jerry may \_\_\_\_.

But he must \_\_\_\_.



1



2

You may \_\_\_\_.

But you must \_\_\_\_.

USE: With pages 134-138, "The Long, Long Nap."  
PURPOSE: To enrich and extend the meanings of the words *may* and *must*; to give practice in exercising judgment and drawing conclusions based on picture detail.

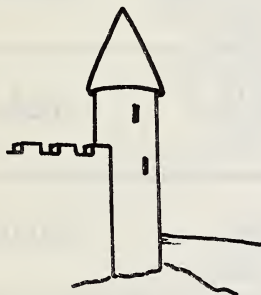
DIRECTIONS: Have pupils read the pictures in each row and the sentences to the right. Have them complete each sentence by writing in the blank space the number of the picture whose meaning completes the sentence correctly.





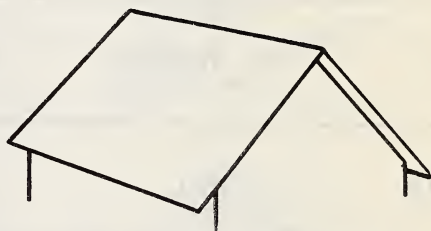
oo

ow



ir

ar



ir

ow



ar

oo



USE: With pages 134-138, "The Long, Long Nap."

PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: Have pupils draw a line from each letter group which represents a particular speech sound to the pictured object whose name contains the same sound.

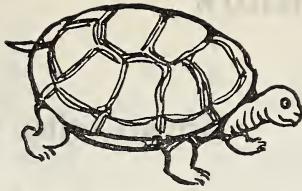
Sample

can	big	pool	at	down
bird	up	ball	too	oh
eat	spring	fly	go	home
in	jump	kitten	gay	look
my	no	pig	ran	farmer
see	soon	three	very	walk
you	all	bed	know	cap
dog	fat	good	house	much
snow	it	like	may	not
on	pony	how	rain	said

USE: Informal test following completion of Unit 5.  
 PURPOSE: To test pupil accuracy in the auditory and visual perception of certain speech sounds—long “oo,” “ir,” “ng,” “ay,” “ow.”

DIRECTIONS: Say to pupils, “In Row 1, put a cross on the word in which you hear the sound ‘oo,’ as in *school*.” See inside back cover for other sounds and words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.

turtle  
tadpole  
time



coming  
cold  
cross



followed  
flew  
flowers



afraid  
alone  
around



wild  
wife  
well



sleepy  
soon  
south



gas  
geese  
grew



where  
woods  
warm



back  
bad  
baby



lovely  
delighted  
before



USE: Informal test following completion of Unit 5.  
PURPOSE: To test recognition of the form and meaning of certain words in the basic vocabulary.

DIRECTIONS: In each box, have pupils draw a line under the word which means the same as the picture.



## Things to Know

The coat of a baby deer is \_\_\_\_.

brown

white

brown with white spots

The tail of a baby deer is little and \_\_\_\_.

brown

white

brown and white

The legs of a baby deer are \_\_\_\_.

very long

very fat

very little

The spots on his coat make him look like the \_\_\_\_.

sky

leaves

flowers

When he is in his nest, \_\_\_\_ can see him very well.

someone

everyone

no one

If no one can see him, no one will \_\_\_\_ him.

help

hurt

have

Spots are \_\_\_\_ for a baby deer.

good

bad

fun



"I want someone  
to talk to."

Jerry thought  
to himself.

Jerry said  
something.



"I saw Carl,  
Mother."



"May I go  
to see Jack?"

Jerry called  
someone.

Jerry asked  
something.



"Come here, Alice!"



"Do you like this?"

"Yes, I do."

Jerry talks  
with someone.

Jerry cried.



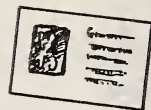
"Run, Jack, run!"

USE: With pages 139-144, "Mother Deer and Her Baby."  
PURPOSE: To enrich and extend the meanings of the words  
*thought, said, called, asked, talk, cried*; to give practice  
in exercising judgment and drawing conclusions based on  
picture detail.

DIRECTIONS: Have pupils read each picture and the sentence  
beneath. Have them draw a line from each picture to the  
sentence in the center column which explains what Jerry is  
doing.

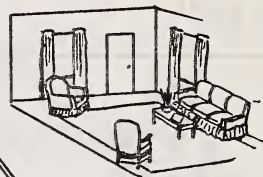
Here is a card.

I saw the card at the door.



I know the word roof.

Look, Jerry! This word is roof.



I want a towel.

Please find me a towel.



This word will say thirteen.

Look, Alice!

See me make thirteen.

13

30



USE: With pages 139-144, "Mother Deer and Her Baby."  
PURPOSE: To develop power to use initial and final consonants and certain other speech sounds and picture clues to unlock new words and meanings (*card, roof, towel, thirteen*).

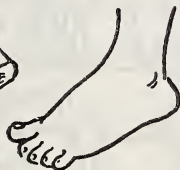
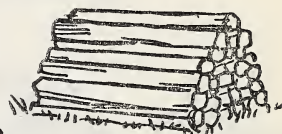
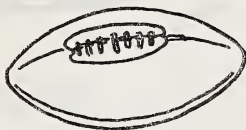
DIRECTIONS: Have pupils read each group of sentences and draw a line from the underscored word to the picture which means the same as the word.



ou  
south  
around  
ou



good  
look  
woods  
oo



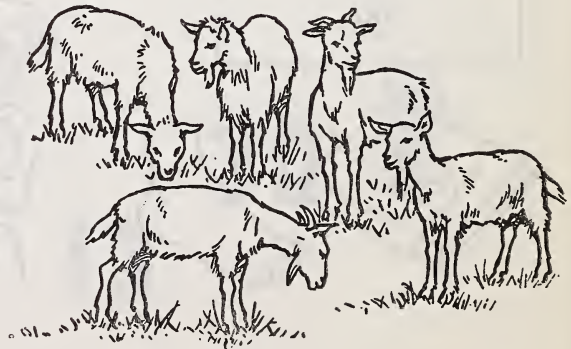
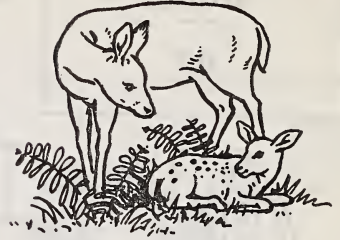
USE: With pages 139-144, "Mother Deer and Her Baby."  
 PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that all words contain the sound "ou." Have them draw a line under each pictured object whose name contains the sound "ou." Lower section is to be done in the same way with the short sound of "oo."

# What Did I See?

I went for a walk with Mother Deer.

1. I saw the sky, the trees, and flowers.
2. I saw the farm called Blue Barns.
3. I saw the farmer and his wife.
4. I saw Andrew and Martha.
5. I saw some big brown goats.
6. I came home to my nest of leaves.



USE: With pages 145-148, "The Big New World."  
PURPOSE: To develop ability to recall a story by following a sequence of events in logical order; to associate picture sequence with sentence sequence and to follow precise directions.

DIRECTIONS: Have pupils read each sentence. Then, beginning with the picture of Mother Deer and the fawn, have them draw a line from picture to picture to represent the path Little Deer took as he walked.

# Can You Make New Words?

tree	trees	car	_____
pear	_____	egg	_____
cake	_____	frog	_____
sled	_____	spot	_____

1. I will make a birthday \_\_\_\_\_.
2. You may put six \_\_\_\_\_ on it.
3. See all the \_\_\_\_\_ in the road.
4. This \_\_\_\_\_ looks very long.
5. Tadpoles come from \_\_\_\_\_.
6. My puppy had a long \_\_\_\_\_.
7. See this \_\_\_\_\_ on my coat.
8. What good \_\_\_\_\_ you have.

cakes	cake
candles	candle
bumps	bump
hills	hill
eggs	egg
tails	tail
spots	spot
apples	apple

USE: With pages 145-148, "The Big New World."

PURPOSE: To give practice in the formation of plurals and in exercising judgment in choosing the correct noun form to be used in a specific sentence.

DIRECTIONS: Discuss with pupils the meaning of plurals. Have them trace the plural form of the word *trees* and write plurals for other indicated words. Have them read each sentence and draw a line around the word form to the right which completes the sentence correctly.



surprise

hurt

ur

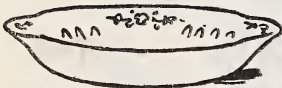


she

plash

wish

sh



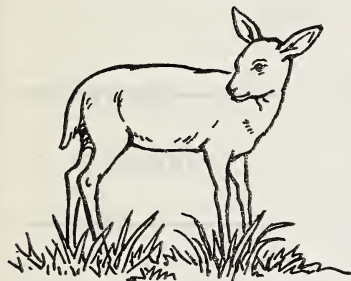
USE: With pages 145-148, "The Big New World."

PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

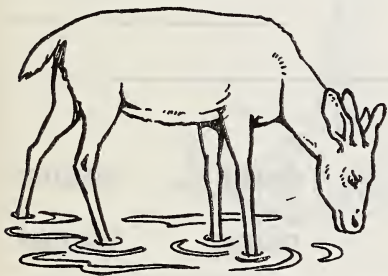
DIRECTIONS: In upper section of page, have pupils read the words in the box, noting that each word contains the sound "ur." Have them draw a line under each pictured object whose name contains the sound "ur." Lower section is to be done in the same way with the sound "sh."



Little Deer looked like this  
when he walked by himself.  
when he had to stay in his nest.



Little Deer looked like this  
when he went to Blue Barns.  
when he walked by himself.



Little Deer looked like this  
when he saw himself in the pool.  
when he was a father deer.



Little Deer looked like this  
when he saw himself in the pool.  
when he was a father deer.

# Can You Make New Words?

walk	walks	give	_____
grow	_____	sell	_____
know	_____	hear	_____
sit	_____	make	_____
hide	_____	come	_____

- |   |      |       |
|---|------|-------|
| 1. Jerry _____ to my house every day.   | come | comes |
| 2. Will you _____ to the store with me? | come | comes |
| 3. Alice _____ where my house is.       | know | knows |
| 4. I _____ your name.                   | know | knows |
| 5. Every year I _____ a little.         | grow | grows |
| 6. This flower _____ in my garden.      | grow | grows |
| 7. Mother _____ her flowers away.       | give | gives |

USE: With pages 149-158, "A Deer with Antlers."

PURPOSE: To give practice in the formation of the "s" form of verbs and in exercising judgment in choosing the correct verb form to be used in a specific sentence.

DIRECTIONS: Have pupils trace the word *walks* and write the "s" form of the indicated verbs. Have them read each sentence and draw a line around the verb form to the right which will complete the sentence correctly.





ou

south

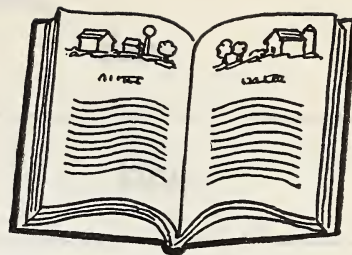
house

around

where

sat

out



oo

look

good

woods

looked

good-by

nap



ur

turtle

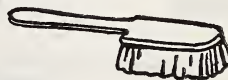
surprise

find

came

hurt

going



sh

she

show

cold

splash

fish

wish

yes	wish	town	the	so
she	girl	run	puppy	one
on	new	me	little	rooster
thing	just	is	hop	goat
for	doll	grow	came	by
box	other	city	day	find
he	green	here	into	catch
car	store	with	say	talk
coat	now	but	and	hen
boy	that	man	toy	stay

USE: Informal test following completion of Unit 6.

PURPOSE: To test pupil accuracy in the auditory and visual perception of certain speech sounds—"ow," "ir," long "oo," "ng," "ay," "ch," "ar," "er."

DIRECTIONS: Say to pupils, "In Row 1, put a cross on the word in which you hear the sound 'ow,' as in *clown*." See inside back cover for other sounds and words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.

All morning the rain came down.

Jack had to stay in the house.

By and by the rain stopped.

Jack looked out of the window.

He saw some big, big puddles.

"You may go out now," said Mother.

Jack wanted something to play with.

So he took his \_\_\_\_\_.                      sled      boat      train

---

Carl lived not far from Jerry.

He went to work every day.

He was old, but not too old  
to have a birthday cake.

One day he had a birthday cake.

Jerry came to see it, and he said,

"I know how many candles there are.

There are \_\_\_\_\_.                      six      five      twenty



## What Did You Find Out?

### Father

Father had a big coat.  
The coat had one pocket.  
He liked to surprise Paddy.  
He did not want Paddy  
to have pets.  
He liked Paddy very much.

### Paddy

Paddy was fat.  
He did not like pets.  
He was very good to pets.  
He liked surprises.  
He could not run fast.  
He liked his father very much.

One day Paddy said,  
"I want to surprise Father.  
I want to put something  
into his pocket for him."

Help Paddy out.  
Show him what to put  
into Father's pocket.

USE: With pages 159-163, "Paddy and His Pets."  
PURPOSE: To develop ability to recall a story by remembering specific details; to give practice in interpreting context through picture illustration.

DIRECTIONS: In upper section of page, have pupils read the sentences under each title and draw a line under each sentence which is true. Have them interpret the meaning of the story at the bottom by drawing a picture.



Put a cross on Mr. Mac.

Draw a line under Paddy.

Draw two lines under the puppy.

Draw three lines under the kitten.



Where did Paddy put  
the kitten?

Put a cross on it.

Where did he put  
the puppy?

Draw a line under it.

Draw two lines under Paddy.

## Do You Know?

Who saw Paddy as he went to church?

Mr. Mac

a little old lady

Mr. Carl

What did Paddy always do on Sunday?

sleep

play in the garden

go to church

Why did Paddy know he could not talk?

He was in church.

He was too sleepy.

Why did the kitten mew?

She liked to mew.

She got a big bump.

What did everyone in church do?

laughed

smiled

looked around

Why did Father give Paddy a basket?

to carry things in

to put his pets in

Where do Paddy's pets sleep now?

in the house

in the barn

in church



# Can You Make New Words?

go	going	talk	_____
eat	_____	mend	_____
help	_____	wish	_____
show	_____	work	_____

## Working with Mother

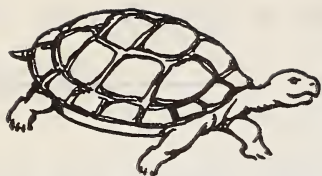
Mother was mending  
a coat for Alice.  
Alice was talking to her.  
Alice was wishing  
she had some mending to do.

By and by Jerry came in.  
Mother was showing Alice  
how to mend.

USE: With pages 159-170, "Paddy and His Pets."

PURPOSE: To give practice in the formation and recognition of the "ing" forms of familiar verbs and in interpreting context through picture illustration.

DIRECTIONS: Have pupils trace the word *going* and write the "ing" forms of the indicated verbs. Have them read the story and interpret the meaning by drawing a picture in the space to the right.



good



shining



hurt



around



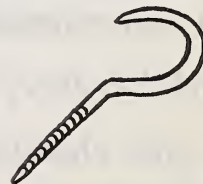
church



south



took



fish

USE: With pages 159-170, "Paddy and His Pets."  
PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: Have pupils read each word, noting the underscored letters representing a speech sound. Have them draw a line from each word to the pictured object whose name contains the indicated sound.

Alice put on her coat and cap.

She put on other warm things, too.

What were the other warm things? Draw them here.

---

### What Did You Find Out?

The snow had come down in the night.	Yes	No
Alice and Jerry went coasting before breakfast.	Yes	No
Alice and Jerry had to do what Mother said.	Yes	No
Father had to work that morning.	Yes	No
Father liked to have fun with Alice.	Yes	No
When you bundle up, you put on many warm things.	Yes	No

USE: With pages 171-175, "Good Coasting."  
PURPOSE: To give practice in interpreting context through picture illustration; to develop ability to recall a story by remembering important details; to exercise judgment and draw conclusions based on story recall.

DIRECTIONS: Have pupils read the sentences at the top of the page and follow the direction given. Have them read each sentence in the lower section and draw a line around the word to the right which tells whether the sentence is true or false.



Alice and Jerry looked like ____.	snow balls	snow boys
They were not ____ snow balls.	always	really
The winter day was ____.	long	lovely
There were ____ boys going coasting.	many	money
The boys looked like a ____.	party	parade
The walk up the hill was very ____.	long	lovely
Alice looked like a red ____.	bundle	basket
The sled ____ down the hill.	fell	flew
It flew ____ the snow.	on	over
There was a ____ in the hill.	bump	turn
Father said, "Do not be ____."	again	afraid
The sled flew ____ the turn.	around	away
Coasting was so much ____!	fun	funny
By and by the sled ____.	started	stopped
Alice and Father ____ on the sled.	sit	sat
Oh, how they ____!	smiled	laughed

USE: With pages 176-180, "Good Coasting."  
 PURPOSE: To develop ability to distinguish between words which are similar in form and to recall a story by remembering specific details.

DIRECTIONS: Have pupils read each sentence and draw a line around the word or words to the right which will complete the sentence correctly.

What did Bobby and Billy say was the best fun in the world?

What did Jerry say was the best fun in the world?

What do you say is the best fun in the world?

USE: With pages 181-184, "Good Coasting."

PURPOSE: To develop ability to recall stories by remembering important details, to give practice in interpreting context through picture illustration.

DIRECTIONS: Have pupils answer each question by drawing a picture.

## Find the Little Words

cold

farmer

upon

old

farm

up on

---

sat

candle

funny

at

can

fun

seat

Sunday

sleepy

---

mender

your

that

---

into

ball

going

---

USE: With pages 171-184, "Good Coasting."

PURPOSE: To develop power to unlock new words and meanings by seeing little words in longer word forms.

DIRECTIONS: Discuss with pupils the little words which are found in the longer words at the top of the page. Have them trace the words in broken type. On the line below each of the other words, have them write the little word or words which they can find in the longer word.





—ou—



sh—



—oo—

—ur—



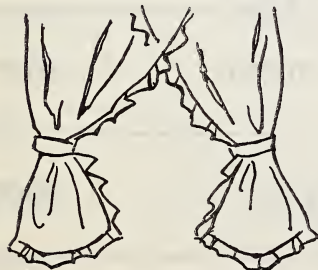
—oo—

—ur—



—sh—

—ou—



USE: With pages 171-184, "Good Coasting."

PURPOSE: To develop power in auditory and visual discrimination of certain speech sounds.

DIRECTIONS: Have pupils draw a line from each letter group which represents a particular speech sound to the pictured object whose name contains the same sound.

him	turn	pet	river	no
basket	they	carry	church	water
far	mend	woods	make	fell
sell	many	put	bank	south
hurt	next	town	give	road
sun	took	were	funny	six
we	bad	out	five	bed
fish	long	from	picnic	top
over	until	them	much	why
right	hide	hear	gay	show

USE: Informal test following completion of Unit 7.  
PURPOSE: To test pupil accuracy in the auditory and visual perception of certain speech sounds—"ur," "ch," "oo," "ou," "sh."

DIRECTIONS: Say to pupils, "In Row 1, put a cross on the word in which you hear the sound 'ur,' as in *burn*." See inside back cover for other sounds and words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test.

catch  
church  
carry



bundle  
basket  
birthday



pocket  
parade  
picnic



head  
how  
hurt



south  
some  
someone



shining  
smiled  
summer



antlers  
always  
around



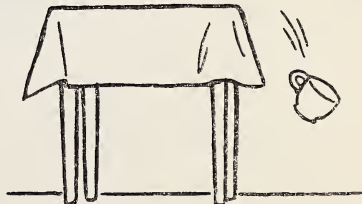
coming  
candles  
coasting



ride  
rolled  
ran



off  
on  
upon





# What Did You Find Out About

## Mr. Carl?

He lived alone.

He liked winter.

He liked to stay in bed  
on cold mornings.

He liked some birds.

He had wanted  
a nightingale for a long time.

The boys and girls liked him.

He had a door bell.

He went south  
every winter.

He could walk  
from his house to the train.

## The Nightingale?

A nightingale is very pretty.

It is little and brown.

It can sing very well.

No bird can sing so well.

Some other birds can sing  
as well as the nightingale.

It sings best at night.

That is why it is called  
the nightingale.

Some times you can get  
a nightingale in a pet store.

There were nightingales  
around Mr. Carl's house.

USE: With pages 185-194; "Ting-a-ling."

PURPOSE: To develop ability to recall a story by remembering important details.

DIRECTIONS: Have pupils read the sentences under each title and draw a line under each sentence which is true.

## Old Words

<u>car</u>	<u>far</u>	
<u>cow</u>	<u>now</u>	<u>how</u>
<u>she</u>	<u>wish</u>	
<u>soon</u>	<u>moo</u>	

## New Words for You

<u>cart</u>	<u>part</u>	<u>march</u>
<u>howl</u>	<u>bow</u>	<u>towel</u>
<u>dish</u>	<u>sharp</u>	<u>shower</u>
<u>moon</u>	<u>noon</u>	<u>poor</u>

One noon

Jerry was coming home.

He had a dish of apples.

A shower came up.

Poor Jerry had to run home.

Alice could hear Jip howl.

The puppy had hurt himself  
on something sharp.

Alice put him in her coat.

She took the poor puppy home.

USE: With pages 185-194, "Ting-a-ling."

PURPOSE: To develop power to apply knowledge of speech sounds to unlock new words and meanings; to give practice in interpreting context through picture illustration.

DIRECTIONS: In upper section, have pupils read the old words and get as many of the new words as possible by using phonetic clues. Have them read each story below and illustrate its meaning by drawing a picture.

Please draw me a mouse.  
Can you draw a mouse?



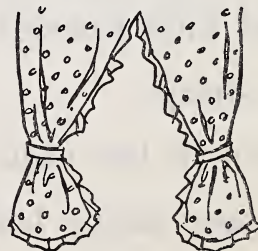
Is this your cooky?  
I thought it was your cooky.



This is a pretty bush.  
Do you see this bush?



Come and see my curls.  
Do you like curls?



USE: With pages 185-194, "Ting-a-ling."

PURPOSE: To develop power to use initial and final consonants and certain other speech sounds and picture clues to unlock new words and meanings (*mouse*, *cooky*, *bush*, *curls*).

DIRECTIONS: Have pupils read each group of sentences and draw a line from the underscored word to the picture which means the same as the word.



What did Mr. Carl do when he saw the doll in the window?

He walked by the store.

He got the doll.

Why did he do that?

Alice wanted that doll.

He wanted to surprise Alice.

What did he do when he thought about Jerry?

He got him a bank.

He got him a boat.

Why did he do that?

If Alice had a surprise, Jerry had to have one.

He liked Jerry just as well as he liked Alice.

What did he do when he thought about Paddy?

He got him a bank.

He got him a boat.

Why did he do that?

Paddy always played with Jerry.

Paddy had no toys.

Why could Mr. Carl not get the nightingale?

He had no money.

He did not have money enough.

USE: With pages 195-202, "In the City."

PURPOSE: To develop ability to recall a story by remembering important details; to give practice in exercising judgment and drawing conclusions based on story context.

DIRECTIONS: Have pupils read each question and draw a line under the right answer.

## The 10¢ Store

Alice saw a doll in the window.

It took 10 pennies to get the doll.

Alice had 10 pennies in her pocket.

So she said,

"I have too much money."

"I have money enough."

---

Jerry saw a red airplane.

It took five pennies to get the airplane.

Jerry had 4 pennies in his pocket.

Jerry said,

"I have just about enough money." "I have money enough."

---

Paddy saw a toy train.

It took 10 pennies to get the train.

Paddy had twenty pennies in his pocket.

Paddy said,

"I have too much money."

"I have about enough money."

USE: With pages 195-202, "In the City."

PURPOSE: To develop fluency by using sight vocabulary in new context; to refine, extend, and enrich the meanings of the ideas *too much*, *enough*, *about enough*; to give practice in exercising judgment and drawing conclusions based on context.

DIRECTIONS: Have pupils read the text in each box and complete the last sentence by drawing a line under the right answer.

## Old Words

<u>may</u>	<u>day</u>	<u>gay</u>
<u>show</u>	<u>snow</u>	<u>window</u>
<u>much</u>	<u>catch</u>	<u>church</u>
<u>turn</u>	<u>turtle</u>	<u>hurt</u>

## New Words for You

<u>way</u>	<u>lay</u>	<u>Ray</u>	<u>pay</u>
<u>bow</u>	<u>row</u>	<u>low</u>	
<u>match</u>	<u>patch</u>	<u>witch</u>	
<u>fur</u>	<u>hurry</u>	<u>burn</u>	

Alice liked fur.

"Come here," said Mother.

"Here is a little fur cap."

Mother put a pretty bow  
on Alice's fur cap.

Jerry went to see  
a man called Ray.

It was a long way to go.

"Help me with my apples.

I will pay you," said Ray.

So Jerry did.

USE: With pages 195-202, "In the City."

PURPOSE: To develop power to apply knowledge of certain speech sounds to unlock new words and meanings; to give practice in interpreting context through picture illustration.

DIRECTIONS: In upper section of page, have pupils read the old words and get as many of the new words as they can by using phonetic clues. Have them read each story below and illustrate its meaning by drawing a picture in the space to the right.



## The Surprise Party

"Oh, Mother! This is Mr. Carl's birthday," said Alice.

"Mr. Carl is so good to me.

I wish I could give him a party."

"You can give him a surprise party,"  
said Mother. "I will make the cake."

"And Mother will get the ice-cream,"  
said Paddy. "I just know she will."

So Alice took some pennies from her bank.  
Jerry and Paddy had some pennies, too.  
They got the candles for the big white cake.

By and by Mr. Carl went to the store.  
When he came back,  
Alice and Jerry and Paddy cried, "Surprise! Surprise!"  
What a good party that was!

ball	doll	top	baby	egg
apples	penny	pears	cake	ice-cream
sky	eat	sleep	play	work
puppy	kitten	bird	monkey	deer
tadpoles	pig	fish	frog	turtle
delighted	brown	happy	cross	afraid
trees	birds	deer	church	rabbits
spring	north	summer	autumn	winter
fish	apples	pears	cake	deer
cold	warm	sleepy	well	green

USE. Informal test following completion of Unit 8.

PURPOSE To test recognition of the form and meaning of certain words in the basic vocabulary and ability to associate word meanings and ideas.

DIRECTIONS Say to pupils, "In Row 1, put a cross on all the things which are toys." See inside back cover for directions for the other rows. See that pupil marks sample correctly before proceeding with the test.

"I am goi

her.

"Do you want to come with me, Alice?

There will be two little girls to play with you."

So Alice went with Mother.

When she got to the house, she saw two girls.

One girl looked just like the other girl.

"Oh," said Alice.

"You must be \_\_\_\_."

funny    pretty    twins

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"Are the eggs in the basket?" said Mother.

"Are the pears and apples in, too?

I will carry the cake.

Put on your coats and caps.

It may be cold in the woods.

Get into the car, Alice and Jerry.

Do not sit on the eggs."

They were going to a \_\_\_\_.

parade    picnic    party



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PT-1 WKBK-  
THE ALICE AND JERRY BASIC READING  
PROGRAM RDR 1-6 /  
39586119 CURR HIST



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Test Answers

- Page 31. Words to be pronounced: fish, mother, toy, saw, ball, pony, home, duck, thumb, walk
- Page 42. Words to be pronounced: big, ribbon, no, little, kite, jelly, gay, carry, wheel, shoe
- Page 59. Words to be pronounced: hop, want, run, bed, fell, look, funny, big, will, Bobby
- Page 70. Words to be pronounced: drum, curl, broom, summer, back, him, river, Bobby, duck, camel
- Page 94. Speech sounds and words to be pronounced: oo as in school; ir as in girl; ng as in sing; ay as in play; ar as in far; oo as in noon; ow as in show; ch as in catch; ow as in window; ow as in now
- Page 106. Speech sounds and words to be pronounced: ow as in clown; ir as in bird; oo as in moon; ng as in sing; ow as in show; er as in mother; ch as in match; ar as in far; ow as in cow; ay as in play
- Page 118. Speech sounds and words to be pronounced: ur as in burn; ch as in chimney; oo as in good; ou as in mouth; ur as in turtle; oo as in book; ou as in round; sh as in dish; ch as in touch; sh as in sheep
- Page 127. Row 1—things which are toys: ball, doll, top  
Row 2—things which you eat: apples, pears, cake, ice-cream  
Row 3—things you can do: eat, sleep, play, work  
Row 4—things which are pets: puppy, kitten, bird, monkey  
Row 5—things you see in the river: tadpoles, fish, frog, turtle  
Row 6—words which tell how you feel: delighted, happy, cross, afraid  
Row 7—things you see in the woods: trees, birds, deer, rabbits  
Row 8—times or seasons of the year: spring, summer, autumn, winter  
Row 9—things to carry in a basket: fish, apples, pears, cake  
Row 10—words which tell how you feel: cold, warm, sleepy, well

